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ABSTRACT

In 1968, this inservice training program was designed to assist administrators of rural school districts and economically poor districts in alleviating educational disadvantagement in the Southeast and in the nation. In proposal writing, it is suggested that this manual on the inservice training program would be used to best advantage in conjunction with a state Title III guidelines manual and other resources after careful assessment of needs, priorities, and resources. Information in the document is separated into 2 major divisions: (1) Case Commentary and (2) Illustrative Case. The illustrative case in this volume of the series is a program to maintain, under conditions imposed by desegregation, a school climate where teachers and students can interact in a secure, wholesome, and growth-producing manner. Illustrative proposal format calls for statistical data as well as for narrative related to (1) the community; (2) statement of need; (3) objectives; (4) procedures; (5) planning; (6) evaluation; (7) dissemination; (8) qualifications of professional personnel; (9) facilities, materials, and equipment; (10) subcontracting; and (11) tax effort. Financial data related to proposed budget and actual expenditures, as well as assurances for initial application, are also to be included. A bibliography is appended. (AN)

EDO 40805

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SEL PATHWAYS TO BETTER SCHOOLS

—an in-service training program

RC004450

NUMBER 3 IN SEL PATHWAY SERIES
SOUTHEASTERN EDUCATION LABORATORY / ATLANTA, GEORGIA

EDO 40805

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SEL PATHWAY SERIES

1. Comprehensive Planning Guide
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4. Reading Program
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7. Communication Skills Program

March 1970

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ACKNOWLEDGEMENTS

Many persons, agencies, and institutions have contributed invaluable knowledge to the staff members of Southeastern Education Laboratory during the preparation of this second generation SEL Pathway Series. Special thanks go to those original five school systems without which the first set of materials would not have been possible; particularly significant were the suggestions made by administrators and school personnel located at Twiggs County, Georgia; Williamsburg and Fairfield Counties, South Carolina; and Claiborne and East Tallahatchie Counties, Mississippi.

Consultants who have offered many excellent suggestions regarding the content of the second generation Pathway Series programs include M. S. MacDonald, Rosemary Wilson, Jarvis Barnes, William Kirby, John Goode, Henry Gentry, John Adams, W. O. Best, Robert Egbert, Joe Johnston, Cliff Youngblood, Ruth Farmer, Bernard A. Kaplan, Will Atwood, Edward C. Martin, William White, Sidney Cooper, Gary Ashley, Estelle Howington, Bob Aaron, A. J. Comfort, Paul Halverson, Charles K. Frenzen, Jule Sugarman, and Billy Mellown. These persons represent a cross-section of opinion that is essential in creating materials of this kind. Consultants who assisted in preparing the

Comprehensive Planning Guide include Paul Orr, Doyne Smith, and Robert H. Hatch.

The staff members of SEL who were directly responsible for the development of the Pathway Series at various times during the past eighteen months include Robert E. Nelson, Edward G. Barnes, W. P. Sprayberry, Edward J. Storey, William F. Coulton, and former staff member, Walter D. Branch. All these persons deserve commendation for the fine work they have done on the Series.

Dr. Kenneth W. Tidwell
Executive Director

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INTRODUCTION

Background of SEL Pathway Series

Since the inauguration of the various Title programs implemented under the Elementary and Secondary Education Act of 1965, many school systems which needed federal assistance have not obtained funds. Although there are various reasons for this failure, many of the rural isolated school districts which have a majority black school population simply lack the manpower and resources with which to assess needs and to construct plans that will be funded. The Southeastern Education Laboratory received a special contract with the U. S. Office of Education in April 1968 to lend technical assistance to certain rural isolated school systems and to determine how the Laboratory might develop materials and strategies that would bring all available resources to bear on local educational problems to these and other economically poor districts.

Discovering Pathways the First Year

Based upon the experiences gained by working closely with five school systems and reviewing the Coleman Report[1]

---

[1]James S. Coleman, and others, Equality of Educational Opportunity. A report prepared for the U. S. Department of Health, Education, and Welfare, 1966.

and subsequent reports such as the Summary Report[2], which identified common needs and problems among many rural isolated systems in the Southeastern United States, the Laboratory developed seven illustrative Title III programs. Five of these programs were funded and became operational. SEL staff members monitored the projects and, in some instances, participated in evaluation phases during 1969. After one year of operations, staff members met with local and state Title I and Title III officials from Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee to determine how the original illustrative programs could be improved.

Second Generation Pathways to Better Schools

Suggestions for improving the original seven programs focused upon the difficulties encountered by local school officials in assessing needs and resources prior to selecting strategies. Several consultants stated that local proposal writers sometimes construct programs for which no trained personnel are available for implementation; others select strategies which are inappropriate to the actual needs of the school system. It was concluded that

---

[2] A Summary Report of Six School Systems. A report published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

the second generation Pathway Series should include materials which would assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The Comprehensive Planning Guide, Number 1 of the SEL Pathway Series, was created to serve this purpose. The Guide includes (1) instructions for a survey and an inventory of needs; (2) suggestions for allocation of resources to needs and establishment of need priorities; and (3) ways to plan for program action. By using the Guide, together with other sources of information, local school personnel can readily identify strategies that will aim to ameliorate a major educational problem. It is recommended, therefore, that this Guide be used prior to using any other Pathways in order to determine precisely what programs are necessary in problem solving.

The six others in the Pathway Series are second generation programs which deal with particular problems identified in the Summary Report. They are illustrative in nature and are intended to suggest ideas to local planners about the content and organization of a written Title III proposal. Each program is presented according to the Title III format of the PACE Manual so that the information contained in the Pathway Series is programmed for the reader. The information is divided into two major divisions: (1) Case Commentary and (2) Illustrative

Case. The Case Commentary appears on the lefthand side of each page. The content is intended to be instructive concerning each section of the Title III proposal format and the topic under consideration. Elements include:

A. Title III Guidelines

A brief summary of major points included in the state guidelines for Georgia, Alabama, Florida, Mississippi, and South Carolina;

B. Suggested References

Sources of information and research studies pertinent to the topic of the Illustrative Case and to the section of the Title III format under consideration;

C. Ideal Statement

A statement pertaining to the proposal outline in which suggestions are made that are intended to enhance the quality of the content; and,

D. Critique

A brief commentary which identifies major strengths and weaknesses of the Illustrative Case and remedies which could have been employed.

The Illustrative Case appears on the righthand side of the page in each of the Pathway Series programs and is an actual Title III proposal which has been funded or submitted for funding. The proposal illustrates how one

local school system presented its needs, strategies, outcomes, and evaluation plans. The illustration appears as it was originally submitted for funding except for certain editorial changes considered necessary for clarity and consistency. Some portions also have been omitted for the sake of brevity, and the names and places in the Illustrative Case have been changed to preserve anonymity.

It is hoped that the packaged SEL Pathways to Better Schools Series will be useful from the initial planning stage to the summative evaluation report. Although the present Series more nearly approximates this ultimate goal, it is by no means perfect and awaits further testing before additional work can be done. The total program includes:

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

Pathways are Suggestive Rather than Exemplary

A few words of caution need to be made about using the Pathway Series. It should be pointed out that the content of the illustrative proposal and the suggested references and statements made about each section are intended to

suggest rather than to dictate how a proposal should be written or strategies should be employed. The selected proposals are used only as examples; they demonstrate both superior and inferior qualities. Since each school system has problems and resources which are unique in each instance, it is probable that most of the information contained in the illustrative Title III proposal will not have direct application to most other school systems. Hopefully, the information will suggest the type of content which is necessary and the critique will serve to assist the planner in making the presentation of his own plan qualitatively and quantitatively better.

The information contained in the SEL Pathways to Better School Series is not intended to replace the use of state guidelines manuals or other materials required by state education departments, or the assistance of state department of education officials in planning. Rather, rural isolated school systems are encouraged to acquire as much assistance as they can to insure successful planning and implementation.

With this information in mind, it is hoped that many rural isolated school systems can employ the

SEL Pathway Series in the manner in which they were intended: to assist in alleviating education disadvantagement in the Southeast and the nation.

Dr. Kenneth W. Tidwell
Executive Director

HOW TO USE THIS DOCUMENT

The SEL Pathways to Better Schools: An In-Service Training Program is used to best advantage in conjunction with the state Title III guidelines manual and other resources after a careful assessment of needs, priorities, and resources has been accomplished. Since the construction of a proposal is actually the culmination of a planning process that may have begun many months or a year prior to actually writing a proposal, the potential user of this document should have obtained and used either No. 1 of the SEL Pathway Series, the Comprehensive Planning Guide, or other planning assistance.

After a review of the Title III guidelines manual for the state in which the school district is located, all of the needs, objectives, strategies, outcomes, and other information developed in earlier planning should be matched with the sections of the Title III format in which specific information is required. Once the minimal requirements have been met quantitatively, the program selected from among the six programs offered in the Pathway Series can be employed. By reading the Illustrative Case (an actual proposal) on the righthand side of each page, the planner can see how a proposal was presented by one school system. By reading the Case Commentary on the lefthand side of each page, the planner can gain a broader understanding

of general requirements and can find suggestions about where more information can be obtained; ideas about developing statements that will enhance the presentation of selected information; and critical comments regarding the strengths and weaknesses of the Illustrative Case.

With these insights, the planner can begin to expand, delimit, and polish the ideas that were originally written under each section of the format. Hopefully, the information contained on the lefthand side of the Pathway program will direct the planner in such a manner as to insure that all sections of the proposal are tied together empirically. Particular attention should be given to those sections in which needs, objectives, strategies, outcomes, and evaluation are discussed. The organization of these sections to allow adequate monitoring and evaluation activities is often as important as the strategy selected to be employed.

Although it is doubtful that any planner will have or need all of the sources of information contained in the Suggested References section, these sources were selected because they provide direct insights into problems which typically occur during the actual writing of a proposal. There are many other excellent sources which may be used.

Since the Southeastern Education Laboratory has a vital interest in the improvement of education in the Southeast

and the nation, there is a three-part mailer on the following page which will serve to keep SEL informed about the application of this and other documents in the Pathway Series. The reader is encouraged to fill out the card specified for each phase of planning and implementation. This will enable the Laboratory to evaluate the Pathway Series.

PHASE I - Planning (Fill out after using PATHWAY for initial planning)

☐ I found this document useful during planning in the following ways:

_____

_____

_____

☐ I did not find this document useful.

☐ I wish to contact someone at Southeastern Education Laboratory regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting us in planning.

Name _____

Title _____

Address _____

PHASE II - Draft of Proposal (Fill out after using PATHWAY for constructing proposal)

☐ I found this document useful during the proposal writing stage in the following ways: _____

_____

_____

☐ I did not find this document useful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about reading and reacting to this draft of the proposal.

Name _____

Title _____

Address _____

PHASE III - Funding & Implementation (Fill out after receiving acceptance or rejection of the proposal)

☐ The proposal as written was rejected on _____(date).

☐ The proposal was funded and implementation will begin _____(date).

☐ The Pathways were helpful in constructing an acceptable program.

☐ The Pathways were not helpful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting or recommending persons who can assist in implementing this program.

Name _____

Title _____

Address _____

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3450 International Blvd.
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CASE COMMENTARY

Statistical Data

A. Title III Guidelines

Alabama, Florida, Mississippi, and South Carolina have made substantial changes in the format of Part I (Statistical Data) of the project proposal. Florida's format is simplified and is by far the easiest to read. The arrangement of the required items of information presents a much less formidable obstacle than did the earlier PACE Manual. Georgia adopted the familiar PACE Manual Part I with only minor changes in the headings. Mississippi, like Florida, has rearranged and simplified the information required in its Part I (Statistical Data) and has color coded that portion of the guidelines for easy identification. Alabama has revamped all sections (persons served) to include considerably more detail of a different nature in some sections (D and E) and less detail in other sections (A, B, and C). In summary, it may be said that the Statistical Data section of the guidelines for each of the five states requires essentially the same information, but different formats are used in organization. Any proposal should refer to applicable Title III guidelines.

B. Suggested References

1. Applicable state Title III guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed.

ILLUSTRATIVE CASE

(Statistical Data following.)

CASE COMMENTARY

PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

The Statistical Data portion of the proposal should identify in statistical terms: (1) the target population, (2) the project staff, (3) cost categories by instructional areas, (4) certain ancillary services, and (5) the context for project endeavors.

D. Critique

The statistical data provided is sufficient in amount and clarity. However, agencies preparing a proposal should consult applicable manuals for any changes in the information required.

ILLUSTRATIVE CASE

OE 4581 (11-68)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A [XX] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B [ ] APPLICATION FOR CONTINUATION GRANT
C [ ] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION. GIVE OE ASSIGNED PROJECT NUMBER _____

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A [ ] INNOVATIVE C [XX] ADAPTIVE
B [ ] EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A [ ] PLANNING OF PROGRAM
B [ ] PLANNING OF CONSTRUCTION
C [ ] CONDUCTING PILOT ACTIVITIES
D [XX] OPERATION OF PROGRAM
E [ ] CONSTRUCTING
F [ ] REMODELING

5. PROJECT TITLE *(5 Words or Less)*

In-service Training in Interpersonal Relations

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The purpose of the project is to improve interpersonal relations among a total school staff.

ITEM NUMBER _____

7. NAME OF APPLICANT *(Local Education Agency)*	8. ADDRESS *(Number, Street, City, State, Zip Code)*
Sassafras County Board of Education	Box 337 Port Hebron, Tappan 34512

9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT
Sassafras	Third

11. NAME OF PROJECT DIRECTOR	12. ADDRESS *(Number, Street, City, State, Zip Code)*	PHONE NUMBER / AREA CODE
to be named		

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*	14. ADDRESS *(Number, Street, City, State, Zip Code)*	PHONE NUMBER / AREA CODE
H. C. Gulliver	Box 337 Port Hebron, Tappan 34512	------ / ---

15. POSITION OR TITLE

Superintendent of Sassafras County Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED
	3/1/70

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED: 1	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
	B. TOTAL NUMBER OF LEA'S SERVED: 1	$ 281.00
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 10,000	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		7/1/--	6/30/--	$ 52,001.00
B.	Application for First Continuation Grant		7/1/--	6/30/--	$ 35,000.00
C.	Application for Second Continuation Grant		7/1/--	6/30/--	$ 30,000.00
D.	Total Title III Funds				117,001.00
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment In Geographic Area Served	(1) Public			1581	1391			2972	
		(2) Non-public				191			191	
B	Persons Served by Project	(1) Public								150
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	30	119		1	150

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	74	26			

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				2		2
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL				1		

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 5 (2.) TOTAL CALENDAR DAYS RETAINED 16

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		6	1			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 3 (2.) TOTAL CALENDAR DAYS RETAINED 15

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
	A Deficiency Survey (Area Needs)								
	B Curriculum Requirements Study (Including Planning for Future Need)								
	C Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
	A Arts (Music, Theater, Graphics, Etc.)								
	B Foreign Languages								
	C Language Arts (English Improvement)								
	D Remedial Reading								
	E Mathematics								
	F Science Interpersonal								
	G Social Studies/Humanities Relations								$52,001
	H Physical Fitness/Recreation								
	I Vocational/Industrial Arts								
	J Special-Physically Handicapped								
	K Special-Mentally Retarded								
	L Special-Disturbed (Incl. Delinquent)								
	M Special-Dropout								
	N Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
	A Educational TV/Radio								
	B Audio-Visual Aids								
	C Demonstration/Learning Centers								
	D Library Facilities								
	E Material and/or Service Centers								
	F Data Processing								
4.	PERSONAL SERVICES								
	A Medical/Dental								
	B Social/Psychological								
5.	OTHER								

CASE COMMENTARY

I. Abstract

A. Title III Guidelines

The abstract meets minimal requirements established by Alabama, Florida, Georgia, Mississippi, and South Carolina. It is a one-page description of program objectives and procedures.

B. Suggested Reference

Krathwohl, David R. How to Write A Research Proposal. Syracuse: 1966. (Mimeographed). [Copies may be obtained for $1.00 (75¢ for 10 or more) from Syracuse University Book Store, 303 University Place, Syracuse, New York, 13210.]

C. Ideal Statement

An abstract should include a concise statement of the needs attacked by the program and specifications of the program:

1. clientele
2. location
3. duration
4. objectives
5. procedures.

D. Critique

This abstract identifies clientele, objectives, and procedures. However, the location and the duration of the project are not included. The statement of program objectives and procedures meets the minimal requirements established by most state guidelines.

ILLUSTRATIVE CASE

I. Abstract

A. Objectives

The intent of this project is to maintain, under the conditions imposed by desegregation, a school climate where teachers and students can interact in a secure, wholesome, and growth-producing manner. To do that the following objectives were framed:

1. To deepen teachers' awareness of their own feelings and the feelings of others.

2. To reduce teachers' and students' mutual apprehensions.

3. To acquaint teachers with desegregation plans.

4. To train teachers in a program of human behavior and mutual health for teachers.

5. To acquaint teachers with the needs and behavior of children.

B. Procedures

Teachers will be given an opportunity to understand each other as individuals in a positively structured way. They will be exposed to the culture and life style of the Negro race and will be trained in a program of human behavior and mental health for elementary school children. In addition, teachers will become acquainted with the school district's plan for desegregation and its implications for the school to which the teacher is assigned.

CASE COMMENTARY

II. Community

A. Title III Guidelines

State guidelines minimally require an estimation of the population in the area to be served, the ratio of that area's population to that of the state, and a state map showing the location of the area to be served. Each state also requires a list of local education agencies and counties to be served.

B. Suggested References

Not applicable.

C. Ideal Statement

Beyond minimal requirements, this section should include a brief description of the community including school population trends and distribution and a socioeconomic profile of the area served by the project. In short, this section should provide a description of the context within which the project will operate.

D. Critique

The description of the community in this proposal meets the minimal requirements established by state guidelines. It also provides a limited socioeconomic profile and a map (not included here) showing the location of the county in relationship to the state and population centers. However, it is felt that population trends should be included and population densities noted on the map used as a supporting document.

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II. Community

A. Population

The population of the state of Tappan is 2,300,000. Approximately 10,000 live in Sassafras County, the geographic area to be served by this project. The population represents less than a half of one percent of the total state population. There are 3,163 school children in Sassafras County, consisting of 2,676 Negro and 487 Caucasian students. Thus, 84 percent of the school children are Negro.

Sassafras County is a county unit school district that is considered rural and isolated. The median family income is approximately $1,450. The economy of the county is primarily agricultural. Principally because of the poor social and economic conditions prevailing in the county, the school system is considered to be very educationally disadvantaged.

Four attendance centers provide education in the school system. These schools are:

1. Rudeyard Elementary and High School, Grades 4 - 12, housing 1,662 Negro students with 55 teachers;

2. Pitlochery Elementary School, Grades 1 - 3, housing 503 Negro students with 15 teachers;

3. Patterson Elementary School, Grades 1 - 8, housing 227 Negro students with 8 teachers;

4. Port Hebron Elementary and High School, Grades 1 - 12, housing 472 Caucasian and 116 Negro students with 32 teachers.

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The legal authority for the school system is vested in an elected school board and an appointed superintendent of schools. At the present time the school board consists of five Caucasian members. It is anticipated that Negro representation on this board may result from the next school board election.

B. Location

Included is a map showing Sassafras County and its geographical location with reference to other counties and major population centers in the state of Tappan. This project is designed to serve Sassafras County only.

CASE COMMENTARY

III. Statement of Need

A. Title III Guidelines

State guidelines for Alabama and Mississippi are identical in that they require a brief statement of need, an explanation of need priority, and evidence that the community is aware of the needs.

Florida and Georgia require a description of the educational facilities and resources, a listing of needs of people in the area, and a statement of how the priority was determined. A description of the financial inadequacy of the area to be served as compared to other areas in the state is also required. South Carolina's requirements are basically like those of Florida and Georgia but differ in sequence and wording.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Southeastern Education Laboratory. Comprehensive Planning Guide. No. 1 of SEL Pathways to Better Schools Series, Atlanta: The Laboratory, 1970.

3. "How Much Are Students Learning? A Report Prepared by the Committee on Assessing the Progress of Education. Ann Arbor, 1968.

ILLUSTRATIVE CASE

III. Statement of Need

A. Educational and Cultural Resources

Both educational and cultural resources are limited in Sassafras County. The theaters, zoos, recreational facilities, and other resources usually associated with population centers are totally lacking in the county. Harbor Museum, a modest effort to preserve relics from the days of sailing vessels, is the only purely cultural endeavor in the county. Port Hebron has the only public library in the county. The nearest large centers of population are Hackville and Mettrick which lie approximately 45 miles to the northeast and southwest respectively from Port Hebron, the county seat. The state capital is 70 miles to the northeast.

A Head Start program is currently reaching many of the five-year-olds in the county and a private day nursery is available to the limited number of children whose parents can afford it. The public health center offers much needed services, but many residents are not aware of these services and do not take advantage of them.

A private school was organized when desegregation became imminent and now accomodates 200 students in grades 8 - 12. The public school system consists of the four attendance centers listed in Section II-A. Dakton A & M, an all-Negro college located in the extreme southwestern corner of the county, is the only institution of higher learning in Sassafras County.

CASE COMMENTARY

4. "Prospective Changes in Society by 1980," No. 1 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. Commission on Elementary Schools, Evaluating the Elementary School, A Guide for Cooperative Study, 1964 ed. Atlanta: Southern Association of Colleges and Schools, 1969.

6. Evaluation Criteria, 4th ed. National Study of Secondary School Evaluation, Washington: Government Printing Office, 1969.

C. Ideal Statement

A statement of need provides the basis for all strategies, procedures, and outcomes and should include:

1. documentation of a needs assessment program
2. an array of needs and resources
3. a confrontation of needs and resources
4. assignment of priorities to needs.

D. Critique

The statement of need quoted here not only meets minimal requirements but also meets the requirements outlined by the Ideal Statement. Note that an array of resources (A & D), needs assessment (B), formulation of needs to resources (D), and assignment of

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B. Determination of Need

The Division of Equal Educational Opportunity, United States Office of Education, recently supported a study of six local school systems: two in Mississippi, two in Georgia, and two in South Carolina. The study was conducted by the University of Miami in cooperation with six other major state universities, and it identified and described the educational problems common to six rural isolated school systems with more than 50 percent Negro population. This study, better known as the Summary Report, was based on the assumption that problems common to the systems studied would be typical of those existing in 242 similar school systems in Southern and border states.

At the request of the Sassafras County Board of Education and Supperintendent, a task force met with the local education council. The purpose of the meeting was to determine if the needs identified in the Summary Report were representative of Sassafras County. The task force was composed of representatives from the superintendent's office, State Department of Education, Desegregation Center at the state university and Southeastern Education Laboratory. The education council, consisting of members from civic, business, social, and professional organizations, had at hand the results of a local educational need survey. Discussion revealed that the needs listed in the Summary Report coincided with those revealed by the local survey. The local education council reviewed the resources available and in so doing realized the impossibility of meeting all the needs simultaneously. The

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priorities to needs (B) are included.

The Illustrative Case does not include footnoted documentation of the Summary Report referred to in this section. The Summary Report mentioned is A Summary Report of Six School Systems, published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

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council then elected to establish a priority listing of needs. The list of needs in order of importance follows:

1. In-service training
2. Preschool training
3. Follow-through training
4. Reading skills improvement
5. Communication skills improvement
6. Reorganization
7. Dropout reduction.

Elimination of a dual school system weighed most heavily in the deliberations of the education council. Impending staff desegregation prompted the council to assign first priority to in-service training in interpersonal relations. Desegregation of students, designed to occur simultaneously, was likewise a factor.

The education council of Sassafras County recommended unanimously that the Board of Education approve and implement this in-service training proposal as a first step in improving educational opportunities in Sassafras County.

C. Rationale

The in-service training project is believed to be the best approach to improving educational opportunities because it will mitigate the concern uppermost in the minds of both Negro and white people. In-service training will provide the systemwide orientation to problems brought on by desegregation. Moreover, it will reduce the fears and apprehensions entertained by the staffs and ultimately by the students of both races. It is believed that attention must be given to the basic problems of desegregation

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in this school system. Establishing a base of understanding and mutual concern between staffs and students of different races is the first step in any program of improvement where desegregation is a factor.

D. Financial Inadequacy

The inability of Sassafras County to provide an adequate educational program may be traced to several factors: (1) Tappan state law provides that a maximum of 25 mills may be levied at the local level for school purposes, exclusive of bonded indebtedness; (2) property in Sassafras County is assessed at 45 percent of its true market value; and (3) the economy of Sassafras County produces a per capita income of only $1,080 annually.

The Board of Education is already utilizing the entire 25 mills and does not have authority to increase the millage. The assessment ratio of 45 percent represents a strong local effort in comparison to the rest of the state and the region.

So long as the county's economy is based on pulpwood and cattle, there is little hope for an increase in per capita income. The same may be said for the current expenditure of $281 per pupil.

In summary, Sassafras County is making strong financial efforts to provide an adequate program but is unable to do so. The financial resources available to the school system are consumed in providing the substandard program now in effect. Any improvement must come from resources outside those now available for school use.

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IV. Objectives

A. Title III Guidelines

Alabama and Mississippi guidelines require that each objective be listed, be described in detail, and include the changes anticipated from program activity. Florida and Georgia differ from these only in their requirements that objectives be related to the needs previously listed. South Carolina requires that the objectives be listed in measurable terms and be related to the needs previously listed.

B. Suggested References

1. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962. (Publication may be obtained for $1.75 from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California.)

2. McAshan, H. H. Writing Behavioral Objectives. Gainesville: Florida Educational Research and Development Council, 1969. (Publication may be obtained for $1.00 per copy from J. B. White, Executive Secretary of FERDC, College of Education, Gainesville, Florida.)

3. Popham, W. James. "Selecting Appropriate Educational Objectives." Los Angeles: Vimcet Associates, 1967. (This set of filmstrips may be obtained from Vimcet Associates, P. O. Box 24714, Los Angeles, California).

ILLUSTRATIVE CASE

IV. Objectives

A. General Objectives

The purpose of this project is to improve the teaching-learning environment in Sassafras County Schools.

B. Specific Objectives

1. To deepen each staff member's awareness of his own feelings and those of others.

2. To provide teachers of different races with the opportunity, under positively structured circumstances, to interact so as to reduce their mutual apprehensions.

3. To provide teachers with: (a) a common orientation to desegregation plans and community expectancy and (b) the plan for the impending school year.

4. To introduce elementary teachers to a program in human behavior and mental health.

5. To provide teachers with an understanding of the needs and behavior of children in the desegregated school setting.

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4. _____, Elliot W. Eisner, Howard J. Sullivan, and Louise L. Tyler. Instructional Objectives. No. 3 in AREA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

5. Assistance in writing behavioral objectives may be obtained from:

   a. Southeastern Education Laboratory, Atlanta, Georgia
   b. Project Ideals, Gainesville, Florida
   c. EPIC Evaluation Center Tucson, Arizona.

C. Ideal Statement

Statements of objectives should include elements which reflect present needs, the desired change, and, to some extent, the manner in which the objectives will be measured. The statement of objectives should include:

1. the doer
2. the overt behavior desired
3. given conditions under which behavior occurs
4. performance under the conditions given.

D. Critique

Under A, the general objective is used to establish a problem area. A generalized goal is used primarily as a point of departure from which more specific behavioral objectives may be developed.

The specific objectives (B) do not meet the standards set forth in the Ideal Statement. The objectives are not stated in

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terms of what the learner is to do and there is no statement of measure or minimal standards of performance specified. These objectives should be termed "Program Objectives" rather than Specific Objectives. A behavioral objective at the program level might be stated as follows:

To help teachers and administrators to (1) deepen awareness of their own feelings and the feelings of others, (2) enhance appreciation of their own potentials, and (3) improve their attitudes toward the school environment as measured by the gains achieved in pre-post test scores of the Index of Adjustment and Values and Organizational Climate Description Questionnaire and by data obtained from "Teacher Reaction Forms" 1 and 1-A developed by Southeastern Education Laboratory.

A program objective such as this is immediately usable for developing objectives that specify the performance levels desired.

The specific objectives listed under B are affective and are not easily measured. The proposal would be strengthened by objectives that call for specified instruments.

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V. Procedures

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the procedures be stated sequentially. Alabama and Mississippi require in addition that the reasons for selecting the procedures be stated and that both the content and methods of instruction be described as related to achievement of objectives. Alabama and Mississippi specify continuing assessment of programs and use of the resultant information in determining project direction. South Carolina requires and Alabama desires (when possible) that a schedule be submitted of dates and major events in the project.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Alexander, William M., A Working Paper on Organization for Instruction, Chapter IV. Prepared for Project Ideals through Florida Educational Research and Development Council, March 1967.

3. Goodlad, John, Planning and Organizing for Teaching, Washington: National Education Association, Project on Instruction, 1963.

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V. Procedures

A. Objective 1

Programmed materials will be used by 60 pairs of Sassafras County teachers to alert them to their own feelings and those of others during a ten-day summer workshop. The workshop will be scheduled for the two weeks immediately prior to school opening. Materials for 10 sessions were developed by the Human Development Institute (HDI) and structured so that the feelings of the participants are elicited and supported. The material encourages acceptance of the feelings manifested and promotes reciprocal responses. Twelve hours will be scheduled for completion of the HDI materials. Introductory, midway, and follow-up sessions are scheduled with the participants. Completion of the course is scheduled to occur after school starts. The initial session will be used to introduce teachers to the purpose, format, and schedule of interaction sessions. A second meeting will be held after five sessions to answer any questions and to encourage completion. A final meeting will be used for subjective evaluation. Each teacher will be paired with another faculty member from the same school.

B. Objective 2

Every teacher in the workshop will be participating in HDI training so that the program is common to all. In addition, the sessions will be held in comfortable and secluded physical settings where distractions are at a minimum. The material provides opportunities for interaction, between two persons only, on materials of mutual concern.

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4. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. Parker, J. Cecil. "Guidelines for In-Service Education," National Society for the Study of Education Yearbook, LVI, Part I, 1957, pp. 103-126.

C. Ideal Statement

The Procedures section should contain the sequence of activities and practices in which specified content, method, and techniques are expected to achieve the objectives previously stated. Alternative procedures should be reviewed and noted and the sequences should be expressed in written form and as a chart which depicts the path of action.

D. Critique

In the Illustrative Case, the procedures are directly related to the specific objectives. This technique enables the reader immediately to associate the procedure with its corresponding objective. In general, the content, method, and techniques are outlined for the stated objectives.

The section on Procedures would be considerably strengthened by a specific sequencing of events, including dates. Also, a chart which presents the project goal should be included. An exposition of the alternate procedures should

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Initial contact will be established at a luncheon where teachers of different races assigned to a given school will become acquainted.

Caucasian and Negro teachers will be provided with an opportunity to learn about each other's culture through (1) a panel discussion involving Caucasian and Negro students and (2) discussion between Caucasian teachers and Negro parents and between Negro and Caucasian parents at grade level and at school staff sessions. Scheduled dialogue with their respective principals will provide teachers of a different race with an opportunity to express certain apprehensions under favorable conditions. Classroom control, grading, and extracurricular functions in a biracial context will be discussed with principals and consultants. Opportunities to discuss professional and social concerns with fellow teachers will be provided in informal settings as well.

C. Objective 3

Principals will receive a thorough briefing from the superintendent on systemwide desegregation plans prior to the opening of the workshop. The school system's teachers will receive a similar but less detailed briefing from the superintendent on opening day of the workshop. Following the superintendent's presentation (in which official posture is communicated) of desegregation plans, principals will hold the first of 10 staff sessions devoted to implementing the plans for the impending school year.

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be included, together with a more specific justification of the procedures selected.

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D. Objective 4

The large and small group sessions will be used to introduce and explain a program in human behavior and mental health. The basic program rationale and structure will be explained in a plenary session to all 59 elementary school teachers and their principals. Subsequent grade level meetings will be used to introduce tangible materials and to explore alternate ways of incorporating the materials into the instructional programs.

E. Objective 5

Both elementary and high school teachers will have the benefit of two core courses daily during the workshop:

1. "The Dynamics of Race Relations"
2. "Psychology in a Desegregated School."

The first course is intended to develop understanding and skill in working with an interracial staff and student body. The content is based on the historical background of the Negro in America--his economic, political, and legal status, and his cultural, artistic, and religious life.

The second course is intended to generate an understanding of the differences teachers will encounter between middle class and disadvantaged children in terms of language, motivation, aptitudes, behavior, and achievement. Research in these areas will be shared with teachers as will successful coping strategies.

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Use will be made of the following materials available through Southeastern Education Laboratory:

a. Human Development Institute materials

b. A program in Human Behavior and Mental Health designed by Ralph Ojemann

c. A human resource file of consultants

d. Organizational and staging assistance for the workshop (local systems may use their own resources to provide field trips, parent participation, and student reactions.)

A schedule for a typical day in the workshop follows:

*8:30 - 9:30	The Dynamics of Race Relations
9:30 - 10:10	Coffee Break
10:10 - 11:10	Grades meet/elementary content areas meet/high school teachers meet
*11:10 - 12:10	Psychology in a Desegregated School
12:10 - 1:15	Lunch

*Core Programs

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1:15 - 2:15 School staffs meet separately

2:15 - 3:15 Unscheduled time (Interaction Analysis Tape)

3:15 - 4:15 Question/answer session with consultants

Interpersonal relations sessions will be scheduled throughout the day for pairs of teachers. The workshop schedule will revolve so that no pair of participants in HDI will consistently miss any core course.

The details of scheduling and workshop composition are reserved for local boards of education who alone can adapt this model program to their local needs.

After the workshop, follow-up activities will extend across the school year and, like the workshop, will be planned to accommodate local conditions.

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VI. Emphasis

A. Title III Guidelines

Alabama and Mississippi do not require a section on Emphasis. Mississippi guidelines state in Chapter I that "priority [is given] to innovative and exemplary ... programs." Alabama's Project Prospectus and Statistical Report (Section A) provide for applicants to indicate whether the project is innovative, exemplary, or adaptive. Georgia and Florida guidelines are identical in their requirements for a description in the Narrative section of how the project is innovative, exemplary, or adaptive. In the initial application both states make room for project emphasis to be indicated. South Carolina does not mention an Emphasis section in the Narrative but does require an indication in the Statistical section.

B. Suggested References

1. Applicable state guidelines obtainable from the state departments of education.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

The Emphasis section defines and justifies the descriptor, i.e. innovative, exemplary, or adaptive, used in

ILLUSTRATIVE CASE

VI. Emphasis

This in-service project would provide services vital to any program of educational improvement where desegregation is imminent. The services to be provided are aimed at improving the climate in schools for staff, students, and parents.

Local educational leadership elected to employ interpersonal relations training as the beginning point for its program of improvement. Successful conduct of this training will lay the ground work required to continue a program of improvement. Application of Human Development Institute materials to school in-service training has already been tried and proven successful in three schools. The Ojemann materials were designed explicitly for elementary school students and require no adaptation.

While the materials and methods suggested herein may be new to Sassafras County, they have been used elsewhere. For that reason the project is described as adaptive.

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identifying the proposal.

D. Critique

This section justifies the descriptor as being adaptive. However, Title III guidelines indicate a preference for innovative or exemplary projects; therefore, the reader is encouraged to concentrate on these two categories. A strong case can be presented for this project as innovative. It could be described as a combination of procedures introduced in a setting that has not functionally incorporated it before.

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VII. Planning

A. Title III Guidelines

Alabama and Mississippi require a description of (1) the past or future planning; (2) participation of other agencies, public and private, and of school personnel; (3) the resources needed to implement the program, including personnel, time, equipment, facilities, and money. Georgia and Florida require essentially the same information, but specify descriptions of: (1) state agency help in planning, (2) any planning grants, (3) how federal support will be phased out, and (4) how project funding supplements rather than supplants local financial support. South Carolina requires only a description of the planning that took place in designing the project and the people and agencies involved. All five states require letters of commitment from agencies involved.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

3. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight

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VII. Planning

A. Participation

1. Sassafras County was assisted in planning this interpersonal relations project by the Desegregation Center at the University of Tappan. Dr. Tom Semisch of the Center envisaged the project as a vital factor in the desegregation process. The Sassafras County Health Department was asked for assistance by its mental health division but was unable to provide any professional assistance. Mrs. Otelia Hadaway, the public health nurse in Sassafras County, did, however, volunteer to act as liaison between the local project and the state health office. The local Head Start director, Mr. James Sosbee, attended planning sessions and asked to be kept apprised of project results. Dr. Jonathan Rank, a professor of psychology at Dacton College, and Dr. Semisch were among the first who conceived interpersonal relations as a base for improving the schools. The education council in Sassafras County conducted an educational survey with the counsel of Dr. Rank and the cooperation of the superintendent. As a result of the survey, interpersonal relations became the first priority in improvement plans. Mr. Jay Newcombe, a local electrician, serves as chairman of the education council.

2. The questionnaire submitted to teachers by the education council solicited a rank order of needs to improve education in the county. Classroom teachers attended the planning session involving the task force and the council and were appointed to the advisory committee for this project. Teachers at both elementary

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State Project. New York: Citation Press, 1969.

C. Ideal Statement

Planning identifies needs, establishes objectives, and projects the resources, relationships, and evaluation required to operate the project.

D. Critique

The Planning section of a proposal is important in developing a successful project and in obtaining federal funds for the project. In the Illustrative Case, some weaknesses in reporting should be pointed out. For example, the proposal meets minimum requirements following the guidelines precisely, but it simply states that much planning took place rather than presenting what actually did take place. Also, in A-1, the composition of the education council was not presented nor was a description of the group surveyed. In A-2, it is stated that the education council submitted a questionnaire to teachers soliciting a rank order of needs, but a statement of the ranking of needs was not included here. It should be evident in the proposal that the teachers identified interpersonal relations as the first priority. Under B, the design mentioned should be included and the procedures for obtaining input from all levels should be specified. It cannot be overemphasized that the presentation of solid evidence of comprehensive planning is vital to the success of a proposal. Such evidence is lacking in this Illustrative Case.

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and high school levels will receive in-service training.

B. Planning Methods, Procedures

The project described is the first step in a long-term effort at educational improvement. The design incorporates input from all levels of the community and school hierarchy as well as institutions of higher learning. A review of similar efforts[1] under conditions brought on by desegregation revealed: (1) a scarcity of such programs and (2) a base of mutual understanding and concern among a majority of program participants wherever success occurred.

C. State Assistance

The Tappan State Department of Education was invited to join the deliberations between the task force and the education council. Mr. Vester Farmer represented the state department in the deliberations at Port Hebron and was instrumental in making this project conform to Tappan's specifications.

Additional service from the state department will be available for monitoring and evaluation. Assistance has been committed for dissemination as well.

D. Planning Grant

Planning of this proposal did not occur under an ESEA grant.

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[1] F. Hill and M. Feeley, (eds.) Affirmative School Integration, Beverly Hills, California: Sage Publications, 1968.

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E. What the Funds Provide

The funds sought for this project will be used to pay the salaries of a project director and a secretary. Office equipment and furnishings will be included in the cost along with a pro rata share of the utilities for the office. The superintendent has arranged to provide office space for the program.

The funds sought will also be used to purchase the materials and texts used in the in-service program. Project funds will be used to underwrite the cost of a presession workshop in Port Hebron and to underwrite the cost of substitute teachers.

In summary, the monies requested will be used to launch the first phase of a long-range program of educational improvement.

F. Phasing Out Federal Support

Phasing out of the federal money will occur in a program different from that envisaged in this proposal. The proposal under consideration is seen as a necessary prelude to any educational improvement program in Sassafras County and is seen terminated at the end of one year insofar as formal interpersonal relationship training is concerned. In-service training in content area, however, will constitute the subject for continuation request.

G. Related Services and Activities

Sassafras County has a Title I program which thus far has been used to (1) provide lunches to needy children,

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(2) employ additional teachers for them, and (3) purchase certain equipment and materials for disadvantaged children. While local effort is being exerted out of proportion to ability, it is still not sufficient to keep the educational program current and commensurate with needs, nor does the infusion of Title I money make for an adequate program.

The fact of impending desegregation serves simply to add a potentially explosive variable to an education situation already fraught with other problems. The use of federal funds for this proposal will enable Sassafras County to take the first step in a long-range program of improvement. Without federal assistance, the program cannot get underway since all available funds are now being used to maintain the current program. Subsequent federal funds will be used to upgrade teacher training in content and skill areas.

CASE COMMENTARY

VIII. Participation of Nonpublic School Children

A. Title III Guidelines

Neither Alabama nor Mississippi includes a section on private schools in the Narrative portion of the proposal. Both, however, require in the Planning section that the applicant show how the project will benefit children and teachers in private nonprofit schools and that plans for private school participation be documented. Florida, Georgia, and South Carolina devote a section to private nonprofit schools. Florida and Georgia require that any arrangements relative to the loan of project equipment be documented as to basis and terms for such loans. Only South Carolina requires that planning participation by nonpublic school personnel be described.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

When required, the section on Participation of Nonpublic School Children is expected to delineate any

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VIII. Participation of Nonpublic School Children

At present there is only one nonpublic school and a private day nursery within the boundaries of Sassafras County. The private school was established in order to avoid the desegregation required of public schools. Under such circumstances, it is not likely that the services provided by this project will be attractive to the staff of the private school.

The day nursery is for children of four years of age and under and its one teacher has indicated she could not take the time to participate.

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involvement of nonpublic school personnel and students in the project.

D. Critique

The case presented here documents attempts to insure that students in nonpublic schools may receive benefits from the proposal. It should be understood by a prospective proposal writer that students in nonpublic schools should be served when possible by a Title III grant. The proposal is strengthened if students at nonpublic schools receive direct benefits.

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IX. Evaluation

A. Title III Guidelines

Alabama, Florida, Georgia, and Mississippi require a description of the methods, techniques, and procedures to be used in assessing the degree to which objectives of the program are met. They also require an estimate of the costs of evaluation and a description of the instruments to be used in the evaluation. Mississippi requires an explanation of "how the evaluation procedure is built into the proposed project activities." South Carolina specifies process evaluation and requires assessment on a continuing basis, as well as product evaluation. In South Carolina, a description is required of the means "used in obtaining qualitative and quantitative measures of the extent to which objectives are achieved." That state also requires a description of measuring instruments and an estimate of cost.

B. Suggested References

1. Cook, Desmond L. Program Evaluation and Review Technique, Cooperative Research Monograph No. 17, Washington: Government Printing Office, 1966.

2. Sullivan, Howard J., "Objectives, Evaluation and Improved Learner Achievement," Instructional Objectives, No. 3 of AERA Monograph Series on Curriculum Evaluation, Chicago: Rand McNalley and Co., pp. 65-9.

ILLUSTRATIVE CASE

IX. Evaluation

A. Design

Teachers will be administered one of several instruments designed to assess attitudes and beliefs. The instruments will be given on a before-and-after basis to both the workshop participants and their counterparts in the high school. Differences in scores on the two tests will be examined to determine if the training was responsible for the difference. In addition, teachers will be asked to record their reactions to faculty members and their reaction to the Human Development Institute materials and the conditions under which the materials were used.

Teachers of different races will be observed to determine the frequency of casual association during "free" time at school and after-school socials. Principals will be asked to record their observations of contact between teachers of different races.

Students will be asked to respond to three different instruments that are part of their training programs. The instruments are part of the training program in human behavior. In addition, an achievement test battery will be administered in early May to 50 elementary school children trained in understanding human behavior. The results will be compared with those of another group of 50 matched by age, sex, race, and ability but without benefit of the training. Again the differences in scores will be analyzed to determine the impact of the training.

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3. Applicable State Title III Guidelines.

4. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Evaluation consists essentially of assessing the degree to which the target population acquires the behavior and capabilities specified in the objectives. Changes in learner behavior are the grist of evaluative activities in education.

D. Critique

The evaluation design presented here describes methods, techniques, and procedures used in assessing the degree to which the objectives of the program were met. The primary problem here is that the objectives were not stated in terms of the behaviors to be exhibited by the target population. A clear statement of behavioral objectives is the key to a good evaluation. The design of the evaluation would be improved if specific instruments were related to its corresponding objective.

Under A, student evaluation is specified, but no objective is stated for students. Also, responses from the students used as a control group may be contaminated by improvements in teacher behavior resulting from the interpersonal

ILLUSTRATIVE CASE

Students will also be observed to determine the frequency and duration of contacts between students of different races during play, group work, lunch time, and other school activities. Teachers will be asked to record their observations of student contact with students of another race.

B. Instruments

Several tests are listed for assessing the effects of interpersonal-relations training with teachers. Any of the several tests listed under teachers may be used to indicate effects of the training. The same may be said of those listed under students, but the lists are not to be considered as limiting the evaluator's choice of instruments.

1. Teachers

a. Rokeach - Scale of Beliefs (RSB)

b. Organizational Climate Description Questionnaire (OCDQ) Halpin and Croft

c. SEL Form 1 - User reaction form for H.D.I. materials

d. SEL Form 1A - School Faculty Reaction form for H.D.I. materials

e. F Scale

f. Observation Checklist (Teacher)

CASE COMMENTARY

relations program.

Finally, it should be noted that only by conjecture can the evaluation design presented here provide sufficient information to determine if the objectives were met. AS previously stated, an evaluation can be effective only if the objectives are properly stated.

An example of good design for evaluating a proposal is outlined by the Tennessee State Department of Education in Design for Tennessee Assessment and Evaluation of Title III, E.S.E.A. The information below makes clear many of the evaluation problems to be dealt with in buidling evaluation procedures into a proposal:

Phase I - Status Evaluation
- Define operational context.
- Assess current status.
- Identify educational needs.
- Identify problems underlying educational needs.
- Establish appropriate baseline data.

Phase II - Planning Evaluation
- Set broad goals on findings of Phase I.
- State objectives operationally.
- Specify strategy alternatives.
- Identify design alternatives for implementing strategy.
- Determine means of measurement.
- Develop judgmental criteria.
- Assess capabilities of carrying out specific strategy and design.

ILLUSTRATIVE CASE

2. Elementary students

a. Problems Situation Test

b. Social Causality Test I

c. Social Causality Test II

d. Cooper Smith Self-Esteem Inventory

e. Observation Checklist (Student)

f. Stanford Achievement Battery

C. Evaluation Costs

It is estimated that the cost of evaluating this project will be as follows:

Consultant services -	$450
Test materials and administration -	450
Scoring -	500
	$1,400

CASE COMMENTARY

Phase III - Operational Evaluation

- Develop or select measurement instruments.
- Make periodic observations.
- Maintain record of events and activities.
- Analyze data.
- Feed back data.
- Identify design defects or potential causes of failure.

Phase IV - Final Evaluation

- Collect data for total program.
- Analyze data concerning pre-post status and change measures.
- Interpret data in terms of judgmental criteria.
- Formulate recommendations for re-cycling, further implementation, modification, revision.
- Disseminate results as part of the evaluation.

ILLUSTRATIVE CASE

CASE COMMENTARY

X. Dissemination

A. Title III Guidelines

Alabama and Mississippi require a description of provisions for publications, conferences, visitations, and other means of dispersing information about the project, along with an estimate of the cost of dissemination. Both Alabama and Mississippi place dissemination under Planning in their guidelines. Florida and Georgia require the same information, but devote a major section to dissemination. South Carolina also allots a section to dissemination and requires that it take place initially in the geographical area served by the project and subsequently in other areas. South Carolina also requires cost estimates.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

3. National School Public Relations Association, 1201 16th Street, N.W. Washington, D.C. 20036

C. Ideal Statement

Most dissemination plans fail to include strategies for

ILLUSTRATIVE CASE

X. Dissemination

A vital concern of the planners of this program is that of sharing the results of program activities. It is recognized that deliberate efforts should be undertaken to assure effective dissemination of information if the program is to achieve the goal of wide implementation of successful practices. Therefore, dissemination of information, already recognized as a primary element of the proposal, will be undertaken in innovative ways as well as in more traditional ones.

Written reports of activities and descriptions of educational models will be submitted to the Division of Instruction, Tappan State Department of Education, for distribution throughout the state. Conferences, workshops, and meetings with interested personnel will be held to disseminate information and results of the program. It is believed, however, that information alone is not an effective modifier of institutionalized behavior.

Perhaps the most effective dissemination is the person-to-person sort where a successful practitioner communicates directly with one who wants to improve.

The proposed program is intended to encourage person-to-person contact and to provide, through the Southeastern Education Laboratory, consultative services to 241 other rural isolated school systems.

In addition, it is believed by the planners of this project that perhaps the best and only truly effective dissemination is that which involves the replication

CASE COMMENTARY

measuring the success of information programs. Very often, dissemination efforts are carried out by the project director. This person is not always the one who can devote the attention required for such efforts to be consistent, timely, and successful. Careful planning, periodic evaluation, and competent persons in charge of dissemination should be specified in this section.

The best and only truly effective dissemination is that which results in the replication of good practices in new situations.

D. Critique

The dissemination section of this proposal is a good example of a realistic attempt to cause others to adopt the in-service training process and programs proposed in this grant. This proposal would be strengthened by a description of the conferences, workshops, and meetings to be held, and identification of the personnel expected to attend these sessions. The most effective dissemination technique may well be, as is suggested in this section, a person-to-person confrontation between the successful practioner and the one who desires to improve.

ILLUSTRATIVE CASE

of good practices in new situations. Thus, dissemination efforts and procedures will be directed primarily towards developing the in-service training process and programs outlined in this proposal.

CASE COMMENTARY

XI. Qualifications of Professional Personnel

A. Title III Guidelines

Alabama and Mississippi guidelines dictate that (1) the number of personnel by position, job description, and qualifications be included along with (2) the time, the location, and conditions under which consultants will work. (Both states place this information under Planning). They require resources, a description of the assistance sought, and the relation of the consultant to regular staff members. Florida and Georgia require information in addition to that above, i.e. salaries, length of service, percent of full-time involvement, a description of the responsibilities and the minimum acceptable qualifications for each position. Florida and Georgia also require that this section reflect the employment status, i.e. commitment, of professional personnel named in the contract. South Carolina requires information on three classes of project employees: (1) professional, (2) consultative, and (3) nonprofessional. In each case, number of personnel needed, job descriptions, and distinction between sources of payroll funds is required.

B. Suggested References

1. Applicable State Title III Guidelines.

C. Ideal Statement

Project objectives establish the qualifications of professional personnel.

ILLUSTRATIVE CASE

XI. Qualifications of Professional Personnel

A. Positions, Salaries, Assignments

The personnel needed to begin, develop, and administer an in-service training program in a school system that is being desegregated will need skills and sensitivities that do not lend themselves to enumeration. Suffice it to say that the basic ingredient is an innate regard for the worth of human beings and the ability to interpret their behavior in a positive manner.

The first summer workshop and subsequent ones will require that the director possess organizational skill as well as technical competence. Following is a list of positions needed to carry out the program including the summer workshop and follow-up activities. Salaries are higher than salaries now in effect in Sassafras County, but this higher scale is necessary to attract the right people for the job.

Position	Salary	Assignment
1. Director	$10,000	Full time
2. Assistant	9,000	Full time
3. Consultants		
a. Workshop		
2@ $65	per day	10 days
2@ $75	per day	3 days
1@ $100	per day	1 day
b. School Year		
$65	per day	15 days

B. Responsibilities and Minimum Qualifications

1. Director

Educational Requirements: Work beyond Master's Degree preferred; Master's Degree required.

CASE COMMENTARY

D. Critique

The Illustrative Case meets the requirements of the state guidelines with one exception; that is, the requirements for nonprofessional personnel are not included.

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Salary Range: Master's Degree plus, $11,000--13,000; Master's Degree, $10,000--12,000.

Experience: Minimum of 10 years or equivalent; elementary, high school area, or central office staff. Administrative experience may be substituted. Must show evidence of successful human relations in past experiences.

Duties: Plan; organize staff; develop, coordinate, and evaluate the project.

2. Assistant for Research

Educational Requirements: Master's Degree preferred, Bachelor's Degree required.

Salary Range: Master's Degree, $10,000--12,000; Bachelor's Degree, $9,000--11,000.

Experience: Minimum of five years or equivalent in elementary grades, high school subject areas or central office staff. Research experience required. Must be able to demonstrate competency with basic statistical methods.

Duties: Plan, develop, and evaluate the in-service training project; develop evaluative designs and instruments.

3. Consultant

Educational Requirements: College degree in field of current specialization. Consultants may come from universities, private industry, business, or research foundations. The emphasis is on applied competence.

Salary Range: $65.00 per day to $100.00 per day.

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Teaching Experience: Five years minimum; applies to all workshop consultants and to those who are employed for the school year.

Duties: Two consultants will conduct a core course apiece during the summer workshop. The course lasts 10 days. Dr. Ralph Ojemann will be engaged for three days to explain the Ojemann materials. Dr. Herman Obermann will likewise be engaged to present interaction analysis and Dr. Charles Galloway will be engaged for a day to explain nonverbal communication and its implications.

C. Project Staff

At present, the director and his assistant for research are not known. However, inquiry is underway at the University of Tappan and at a number of more remote colleges to identify and generate applications from qualified applicants. The local staff is likewise being carefully scrutinized for potential leaders. Consultants have been and will be selected on the basis of their demonstrated competence in an area that relates directly to interpersonal relations.

CASE COMMENTARY

XII. Facilites, Materials, and Equipment

A. Title III Guidelines

Florida and Georgia require that the nature, location, and ownership of program facilities be described. Terms of any leases are to be indicated and all new equipment and materials for the program are to be justified. Facilities and equipment provided by other than project funds should be explicated to indicate efforts to support the project from other resources.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Every project worthy of funding needs a physical base of operation for both program and staff where day-to-day operations occur, are recorded, supported, and enhanced.

D. Critique

This case adequately meets state requirements for this category. It is recommended that the amount of local funds used to renovate the facility be included in C. The amount of local funds expended may be considered as an indication of the importance attached to the project by the

ILLUSTRATIVE CASE

XII. Facilities, Materials, and Equipment

A. Nature and Location

Office space will be provided by the local school system for both the director and his assistant. No cost to the project is anticipated for physical space. The office space will be located in a renovated section of an abandoned school building. The usual office equipment and materials will be placed in the offices as will workshop materials. Plans include space for small group meetings in the same building as well as space for a secretary. Project funds will be used to defray the cost of utilities.

B. Equipment and Materials

The project director and his assistant will need to maintain the files of materials, correspondence, survey results, and evaluation devices. They will need communication links with the superintendent and with each school via telephone and will need a "base of operations" where they can be reached and where they can function in their respective roles. The space will become even more important as committees are given assignments related to the project and as content area training replaces interpersonal relations.

Meetings of the workshop group will be held at Bentley Elementary School in Port Hebron.

C. Other Sources

Funds from local sources are being used to renovate the space to be used by the director, his assistant, and their secretary. Efforts to use additional funds from other sources are not being made

CASE COMMENTARY

superintendent and the school board. However, many small rural systems do not have resources to divert from a lower than minimal budget.

ILLUSTRATIVE CASE

because the county is unable to divert any further resources without crippling the school program.

CASE COMMENTARY

XIII. Subcontracting

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina treat the section on contracting exactly alike. All the states require that the following information be provided in each instance of contracted services:

1. Name and kind of agency with which the contract will be made.
2. Dates of contract (expiration date must not be later than that of Title III grant).
3. Type of contract, e.g. fixed price, cost reimbursement, cost sharing.
4. Funds to be paid under the contract.
5. Services to be provided.
6. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

C. Ideal Statement

Subcontracting is permitted when the service to be performed (1) is neither appropriate for nor within the capabilities of the project staff and (2) is approved by the commission.

ILLUSTRATIVE CASE

XIII. Subcontracting

No subcontracting is anticipated for this project for the initial funding period. The two subsequent years in which emphasis will shift from interpersonal relations to content areas may result in negotiation of a contract with the University of Tappan for evaluation. In the event a subcontract becomes necessary, an amendment will be submitted which reflects the subcontract.

CASE COMMENTARY

D. Critique

Frequently Title III applicants have subcontracted the evaluation task, sometimes after realizing that the evaluation section was so poorly done that it was impossible to determine the relative success of the project. It is recommended that if evaluation is subcontracted that it not be due to lack of complete development of the evaluation section.

ILLUSTRATIVE CASE

CASE COMMENTARY

XIV. Tax Effort

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the applicant provide answers to the following questions if special consideration is desired because of local inability to meet critical educational needs:

1. What percent of the legal maximum tax rate is the current school tax levy in your district?

2. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?

3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?

4. Does your district have an unusual amount of nontaxable property? If so, please explain and list any special monies provided.

Alabama, Georgia, and Mississippi require additional information specifying (1) the phasing out of federal support, (2) the services and activities during the past three years that have been related to the proposed program, and (3) the assurances that federal funds will not be used to supplant funds already available. Florida's guidelines include additional questions aimed at the applicant's needs as related to national needs.

ILLUSTRATIVE CASE

XIV. Tax Effort

Information regarding Tax Effort for this proposal is located under Section III, Statement of Needs.

CASE COMMENTARY

B. Suggested References

1. "The Economics and Financing of Education," No. 5 of Emerging Designs for Education Series, eds. Edgar L. Morphet and David L. Jesser. An Eight State Project. New York: Citation Press.

2. High Schools in the South, A Fact Book, Chapter 2. Nashville: Division of Surveys and Field Services, Center for Southern Education Studies, George Peabody College for Teachers, 1966, pp. 7-20.

C. Ideal Statement

When reasonable local efforts have failed to produce sufficient resources for an adequate education program, state and federal resources should be made available to insure it.

D. Critique

Failure of the applicant to include a statement on tax effort implies that special consideration is not desired and further that the school district is in fact able to meet its critical educational needs. Such implications are not likely to be the case with rural isolated school systems for which these models were designed. One example of a presentation of local tax effort and ability follows:

1. Degree of Tax Effort

a. Present tax levy is 25 mills (excluding special bond issues).

b. (1) Property assessment in Fairfield is 45 percent of true value. (2) The average assessment for the state of South Carolina is 20 percent of the true value.

ILLUSTRATIVE CASE

CASE COMMENTARY

c. The average per pupil expenditure in Fairfield County is $281, which is approximately 83 percent of the state average of $339.

d. The amount of nontaxable property, other than churches and hospitals, is nil.

2. Ability to Meet Critical Educational Needs

a. The school district at present has no preschool program.

b. The pupil-teacher ratio for the elementary schools is 29 to 1 and for the secondary schools is 27 to 1.

c. Total enrollment for each of the last seven years is as follows:

1962-63	2,985
1963-64	2,945
1964-65	2,954
1965-66	2,933
1966-67	2,925
1967-68	2,915
1968-69	2,890

There have been no large or sudden changes in enrollment. However, average daily attendance has increased 3 percent over the past seven-year period.

d. For the present enrollment and staff, the school facilities are not overcrowded.

e. No building has been declared unsafe.

ILLUSTRATIVE CASE

PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Sassafras County School System

Grant period would begin July 1, 19-- and end June 30, 19--

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip-ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100	$19,000.00	$4,800.00		$300.00				$24,100
2 Instruction	200	$14,105.00			6,055.00	3,726			$23,886
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600							585.	585
7 Maintenance of Plant	700								
8 Fixed Charges	800	1,444.00	365.00						1,809
9 Food Services	900				400.00			50.	450
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay-Equipment only	1230						1,171		1,171
14 TOTAL		$34,549.00	$ 5,165.00	$	6,755.00	3,726	$ 1,171	$ 635.00	$52,001

EXPENDITURE ACCOUNT NO. 100 - Administration

Name and Title, Purpose, or Item Expense Class	Project Time Full	 Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Salaries						
Professional Project Director	X		12 mos.	10,000		$10,000
Assistant for Research	X		12 mos.	9,000		9,000
Non-Professional						
Secretary, Book-keeper	X		12 mos.	4,800		4,800
Materials and Supplies						
Office Supplies (See attached)						300
				Total Budgeted Amount		$24,100

EXPENDITURE ACCOUNT NO. 100 - Administration

Name and Title, Purpose, or Item / Expense Class	Project Time: Full	Project Time: Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Materials & Supplies						
Office Supplies:						
Typing paper, bond, (8 1/2 x 11)			14 reams.	1.19		16.66
Letterhead, bond (8 1/2 x 11)			6 rms.	2.04		12.24
Paper, tissue 2nd sheets (8 1/2 x 11)			15 rms.	.43		6.45
Carbon, 100/bx. (8 1/2 x 11)			8 bxs.	.92		7.36
Stamped envelopes, 500/bx.			4 bxs.	31.20		124.80
Plain envelopes, 500/bx.			3 bxs.	1.54		4.62
Pens, ballpoint BIC med.			1 1/2 dz.	.33		.49
Pencils, #2			11 dz.	.19		2.09
Paper clips			10 bxs.	.04		.40
Rubber bands			5 bxs.	.22		1.10
Mailing envelopes (11 1/2 x 14 1/2)			5 bxs.	2.00		10.00
Erasers, typewriter w/br			12	.08		.96
Ruler			1	.18		.18
Stapler			1	1.64		1.64
Staples			6 bxs.	.27		1.62
Staple remover			1	.24		.24

Continued on next page

EXPENDITURE ACCOUNT NO.100 - Administration

Expense Class — Name and Title, Purpose, or Item	Project Time: Full	Project Time: Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Scotch tape			5 rolls	.16		.80
Stencils			11 quire	1.45		15.95
Ditto			2 bxs.	2.24		4.48
Calendar (complete)			1	2.95		2.95
Duplicator paper (8 1/2 x 11)			10 rms	.67		6.70
Mimeo paper (8 1/2 x 11)			10 rms.	1.34		13.40
Telephone Index			1	4.50		4.50
Steno pads			12	.12		1.44
Stamps			5 rolls	6.00		30.00
Corr. fluid, stencils			5 btls.	.35		1.75
Folders (8 1/2 x 14)			6 bxs.	1.48		8.88
Mimeo ink			5 tubes	1.30		6.50
Folders (8 1/2 x 11)			10 bxs.	1.18		11.80
				TOTAL BUDGED AMOUNT		$300.00

EXPENDITURE ACCOUNT NO. 200 - Instruction

Name and Title, Purpose, or Item / Expense Class	Project Time: Full	Project Time: Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Professional						
Stipends for 120 teachers to attend summer workshop in Sassafras County	X		10 days per teacher	$8.00 per day		$9,600.00
Substitute teachers for 60 pairs of regular teachers to complete 6 training sessions in HDI		X	840 hours	$2.00 per hour		1,680.00
In-Service Consultants for Workshop - 2 @ $65 per day for 10 days;			20 days	$65.00		1,300.00
2 @ $75 per day for 3 days			6 days	$75.00		450.00
1 @ $100.00 per day for 1 day			1 day	$100.00		100.00
School year - 15 days @ $65.00 per day			15 days	$65.00		975.00
				TOTAL		$14,105.00

EXPENDITURE ACCOUNT NO. 200 - Instruction

Expense Class — Name and Title, Purpose, or Item	Project Time: Full	Project Time: Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Project Director In-state Travel			12,000 mi. 10 days	.08 $16 per diem		$960.00 160.00
Assistant, In-state Travel			6,000 mi. 8 days	.08 $16 per diem		480.00 128.00
Out-of-state Travel, 2 round trips to Atlanta $104.00 - 1 round trip to St. Louis $86.00 - 2 round trips to Washington, D. C. $242.00				$104.00 242.00 $16 per diem		208.00 86.00 484.00 128.00
Consultant Travel 8 round trips from Atlanta @ $104.00						832.00
1 round trip from Des Moines, Iowa $160.00						160.00
				Total		$3,726.00

EXPENDITURE ACCOUNT NO. 200 - Instruction

Name and Title, Purpose, or Item / Expense Class	Project Time: Full	Project Time: Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Materials and Supplies						
HDI Programmed Sets			60 sets	$15.00		$900.00
Social Causality I Tests			4 pkgs.	20.00		80.00
Ojemann Classroom Books & Student Materials			60 sets	75.00		4,500.00
Ojemann Teacher Handbooks & Therapy Quiz			60 sets	7.00		420.00
HDI Reaction Forms 1 & 2			1 pkg.	15.50		15.50
Organizational Climate Description Questionnaire			2 pkgs.	20.00		40.00
Problems Situation Test			1 pkg.	12.00		12.00
Rokeach's Scale of Beliefs			6 pkgs.	6.25		37.50
				Total		$6,005.00

EXPENDITURE ACCOUNT NO. 600 - Operation of Plant

Name and Title, Purpose, or Item / Expense Class	Project Time: Full	Project Time: Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Other Expenses						
Telephone Installations			3	$15.00		$45.00
Monthly Service, 1 Phone, 2 Extensions			12 mos.	15.00		180.00
Long Distance			12 mos.	20.00		240.00
Postage			12 mos.	10.00		120.00
					Total	$585.00

EXPENDITURE ACCOUNT NO. 800 - Fixed Charges

Name and Title, Purpose, or Item Expense Class	Project Time Full	 Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Salaries						
Retirement (3%)				$23,800		$ 714.00
Social Security (4.6%)				23,800		1,095.00

EXPENDITURE ACCOUNT NO. 900 - Food Service

Name and Title, Purpose, or Item Expense Class	Project Time Full	 Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Other Expenses						
Meal for each of 150 Workshop participants			150 plates, napkins, cups	.33 1/3		$ 50.00
Materials and Supplies						
Meat, Two vegetables, Salad, Dessert, Beverage			150 servings	$2.70		405.00
					Total	$455.00

EXPENDITURE ACCOUNT NO. 1230 Capital Outlay (Equipment Only)

Name and Title, Purpose, or Item Expense Class	Project Time Full	 Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Equipment only						
Electric typewriter			1	365.00		$ 365.00
Executive Desk			2	160.00		320.00
Executive Chair			2	55.00		110.00
Secretarial Desk			1	182.90		182.90
Secretarial Chair			1	41.90		41.90
4-Drawer File Cabinet			2	75.60		151.20
				Total		$1,171.00

ILLUSTRATIVE CASE

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCES TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. [Attach a copy of substantiating document(s)];

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been and, in establishing and carrying out that program, there will be participation of the appropriate cultural and education resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title IV of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end, that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. [The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the United States Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application.]

6. The project will be operated in compliance with Public Law 89-10 and with the Regulations and other policies and administrative issuances by the commissioner, including submission of such reports as may be required;

7. Copies of this application have been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. [Attach copy of authorizing document(s).]

ILLUSTRATIVE CASE

I, H. C. Gulliver, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto, and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: March 31, 1970

Sassafras County Public Schools
(Legal name of applicant)

BY H. C. Gulliver
(Signature of authorized representative)

Superintendent of Schools
(Representative's Title)

NOTARY PUBLIC: Subscribed to before me this

March 1, 1970 | Port Hebron (City) | Tappan (State)

NOTARY PUBLIC SEAL

SIGNATURE OF NOTARY PUBLIC Jane Doe

DATE NOTARY'S COMMISSION EXPIRES January 1, 1972

C E R T I F I C A T E

I, H. C. Gulliver, Superintendent of the Sassafras County Public Schools, Port Hebron, Sassafras County, Tappan, hereby certify that in a regular meeting of the Board of Education of the Sassafras County Public Schools held on January 1, 19--, the superintendent was duly authorized to submit a proposal requesting federal funds under Title III of Public Law 89-10, to implement the program entitled In-Service Training in Interpersonal Relations. This program will be located in the Sassafras County Public Schools in the state of Tappan. It is further certified that this record may be found on the minutes of the Sassafras County Board of Education dated January 1, 19--, appearing on page 273 of Minute Book Number I.

WITNESS my signature this 1st day of March, 1970.

H. C. Gulliver, Superintendent
Sassafras County Public Schools

ILLUSTRATIVE CASE

LEGAL AUTHORITY TO APPLY FOR GRANT

Excerpts from Charter and Related Laws, Sassafras County, Tappan, Title 6. Education, Chapter 1, Administrative Provisions, 1965.

Sec. 6.1.1. Maintenance of free public school system. (p.197)

The Sassafras County Board of Education is hereby empowered to maintain a system of public schools, as established by law in said county, which shall be free to all children within the county.

Sec. 6.1.2. Board of Education - Composition, election, term. (p.198)

The Board of Education of Sassafras County shall consist of one member from each of the eight districts of the county, who shall be a resident of the district and in addition thereto there shall be elected one member from the county at large. The said members shall be elected at the same time members of the County Commission are elected and shall serve a term of four years or until their successors are elected and qualified. Such members must be elected by a majority vote of the county.

Sec. 6.1.8. Same - Control of funds; supervision and government of schools. (p.200)

Said board shall have the sole control of the distribution and disbursement of the apportionment made each year and shall not exceed, in their expenditures or contracts, the total of the yearly apportionment. All payments therefore shall be made as provided by existing Charter provisions. Said board shall be held responsible for the proper use, disposition and expenditures of the funds, so appropriated, and shall have the sole authority to fix salaries of the officers, employees, and teachers in the public schools, the purchase of supplies therefore, the furnishing thereof, insuring the same, and paying the premiums therefor, and to take such other steps as may be needed in the preservation and protection of all property in their charge, provided the total amount so expended does not exceed the yearly apportionment.

Said board shall elect and have control over the superintendent, officers, teachers, and employees of the public schools, and shall have the exclusive supervision of the government of said schools, free and independent of any existing or future ordinances of the County Commissioners, subject only to the requirement that all rules passed by said Board shall be reasonable and in conformity with the Constitution and laws of the State of Tappan. Said board shall cause accurate minutes of all its proceedings and an accurate record of all expenditures to be kept, both of which shall be open to the inspection of the public at reasonable hours.

ILLUSTRATIVE CASE

REVIEW OF RELATED RESEARCH

Editor's Note: Although the following section is technically a bibliography, the PACE Manual and many state guidelines entitle this section "Review of Related Research," the title given in this Illustrative Case. Agencies preparing a proposal should consult applicable manuals for the correct form for bibliographical presentation.

A. Single Volume Works

Amidon, E. J. and N. A. Flanders. The Role of the Teacher in the Classroom, rev. ed. Minneapolis: Association for Productive Teaching, Inc., 1967.

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Dubois, William E. B. The Souls of Black Folk: Essays and Sketches. Greenwich, Connecticut: Fawcett Publications, 1961.

Green, Robert Lee. "After School Integration - What? Problems in Social Learning," Human Dynamics in Psychology and Education, Selected Readings. Boston: Allyn and Bacon, 1968, pp. 513-523.

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Riesmann, Frank, and others (eds.). Mental Health of the Poor. New York: The Free Press of Glencoe, 1964.

Stodolsky, Susan S., and Gerald Lesser. Learning Patterns in the Disadvantaged. Harvard R & D Center on Education Differences, Reprint No. 6. Cambridge, Massachusetts.

B. Multivolume Works and Series

Aptheker, Herbert. Documentary History of the Negro People in the United States, 2 vols. New York: Citadel Press, 1951.

Purkey, W. W. The Self and Academic Achievement. Florida Educational Research and Development Council, Research Bulletin, Vol. 3, No. 1. Gainesville: University of Florida.

C. Government Documents

Coleman, James S., and others, Equality of Educational Opportunity. Washington: Government Printing Office, 1966.

National Education Association. In-Service Education of Teachers, Research Summary 1951-66. Washington: Government Printing Office, 1966.

U. S. Commission on Civil Rights. Racial Isolation in the Public Schools, Vol. 1. Washington: Government Printing Office, 1967.

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D. Other Sources

Soar, R. An Integrative Approach to Classroom Learning. Public Health Service, Final Report No. 7-R11MH02045. Philadelphia: Temple University, 1966.

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E. Periodicals

Carter, R. S. "How Involved Are Marks Assigned by Teachers?" Journal of Educational Psychology, 43:218-228, 1962.

Christensen, C. M. "Relationships between Pupil Achievement, Pupil Affect-Need, Teacher Warmth, and Teacher Permissiveness," Journal of Educational Psychology, 51:169-175.

Davidson, H. H., and G. Lang. "Children's Perception of Their Teachers' Feelings toward them Related to Self-Perception, School Achievement, and Behavior," Journal of Experimental Education, 29:107-118, December 1960.

Stendler, C. B. "Building Secure Children in Our Schools," Childhood Education, Vol. 25, No. 5, January 1949.

CASE COMMENTARY

SUPPLEMENTARY BIBLIOGRAPHY

Editor's Note: The entries in this section appear in the Case Commentary Narrative. They have been categorized and alphabetized here for the convenience of those using this document.

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A. Single Volume Works

Center for Southern Education Studies. High Schools in the South, A Fact Book. Nashville: George Peabody College for Teachers, 1966.

Goodlad, John I. Planning and Organization for Teaching. Washington: National Education Association, Project on Instruction, 1963.

Krathwohl, David R. How to Prepare a Research Proposal. Syracuse: Syracuse University, 1966.

McAshan, H. H. Writing Behavioral Objectives. Gainesville: Florida Research and Development Council, 1969.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, Inc., 1962.

Southern Association of Colleges and Schools. Evaluating the Elementary School, A Guide for Cooperative Study, 1964 ed. Atlanta: The Association, 1969.

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